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ABSTRACT

A survey of women administrators in either physical education or athletics sought to ascertain the relative importance they placed on five administrative components: (1) management skills; (2) human relations techniques; (3) group skills; (4) personal characteristics; and (5) personal motivation. Subjects were 117 women athletic directors or physical education administrators in Texas high schools, junior colleges, and universities. A four point scale ranging from "always essential" to "not essential" was used to determine the relative importance each respondent placed on each item for the success of an athletic or physical education program. Each of the groups indicated management skills, human relations, personal characteristics, and group skills as "always essential" significantly more often than they indicated these components as "less essential." In the personal motivation component, only women college athletic administrators indicated it as "always essential" for success of an athletic program. Results are presented in tables and graphs accompanied by narrative analysis. Comparisons are made where appropriate between women college and high school administrators and between women athletic and physical education administrators on the importance of each management component. Demographic variables are also discussed. (JD)

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MANAGEMENT AND PERSONAL SKILLS PERCEIVED ESSENTIAL FOR ADMINISTRATORS BY WOMEN HIGH SCHOOL AND COLLEGE ADMINISTRATORS

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Study conducted under a faculty grant from North Texas State University.

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Introduction

During the 1970's numerous studies were conducted attempting to identify variables associated with successful women managers and executives. These studies were illuminating in debunking many persistent myths concerning women's inadequacy to perform management activities. In these studies two difficulties have been identified, (1) studies in education primarily used higher education women administrators as subjects, then concluded that the same findings applied to high school administrators, and (2) studies assumed that the same findings applied to both women physical education and women athletic administrators.

The purpose of this study was to ascertain the relative importance women administrators in physical education or in athletics placed on each management component. The five management components identified as relating to performance of administrative activities are management skills, human relations techniques, group skills, personal characteristics, and personal motivation. A second purpose was to determine if there was a significant difference between women college and high school administrators and between women athletic and physical education administrators on the perceived importance of each management component. A third purpose was to determine if there were differences between groups on selected demographic variables.

Procedures

This study was conducted under a faculty grant from North Texas State University. A structured demographic data questionnaire was developed to obtain personal information, education background,

and professional experience data. The 1980 McAda "Perceived Characteristics and Administrative Skills of Women Administrators in Vocational Education Questionnaire" was revised from data gathered in a pilot study. Using item and regression analyses the McAda questionnaire was reduced from 82 items to 56 items divided into five components.

Management skills (MS)	- 15 items
Human relations (HR)	- 10 items
Personal characteristics (PC)	- 16 items
Group skills (GS)	- 8 items
Personal motivation (PM)	- 9 items

A four point scale ranging from always essential to not essential was used to determine the relative importance a respondent placed on each item for the success of an athletic or physical education program. The relative importance scores for each component were the totals of responses for each of the four relative importance designations.

The subjects for this investigation were 117 identified women athletic or physical education administrators in Texas 4A and 5A high schools, junior/community colleges, and 4 year colleges/universities. Unit chairpersons and assistant chairpersons were grouped together for this study. A cover letter and questionnaire was sent to each administrator, then 4 weeks later a follow-up letter and questionnaire was sent to the nonrespondents. Eighty nine questionnaires were returned of which 82 were usable (70%). The respondents were divided into 4 groups.

High School Athletic Administrators (HA) - 21

High School Physical Education Administrators (HPE) - 18

College Athletic Administrators (CA) - 15

College Physical Education Administrators (CPE) - 28

The respondents also were combined into two separate groups for level and area emphasis.

Athletics (A)	- 36	High School	- 39
or		or	
Physical Education	- 46	College	- 43

Means and percentages were used to assess demographic data for each of the 4 groups and for the combined groups. Percentages and ANOVA were used to assess the relationship of "always essential" to "less essential" responses to each management component for each group and combined group. Percentages and ANOVA were used to assess the relationships between combined groups on "always essential" responses to selected questionnaire items. Probability levels were set at the .05 level.

Data analysis and discussion

The range of ages of the respondents was 24-59 with the mean age of 44.09. Approximately 78% of the respondents were between 39-50.

[Table 1]

Years in current position ranged from 1-17 or more with the mean years 13.52. The position these administrators have held for 13+ years indicates significant variability between college physical education and each other group. College physical education administrators indicated that 78.6% were chairpersons, but only

19% HA, 46.5% CA, and 52.9% HPE were chairpersons. To the questions "what positions do you hope to eventually obtain," and "what are your current attempts at seeking another administrative position" 74% of the assistant chairpersons indicated they planned to remain in the current position until retirement or return to teaching or coaching full time. Of the 26% who indicated desire for a head administrative position only 17% indicated actively seeking such a position. Obviously the subjects in this study were not seeking upward administrative mobility.

[Table 2]

Approximately 70% of the respondents were born in Texas and 60% had obtained all education degrees from Texas institutions. Over 90% held masters degrees and approximately 50% of college and physical education administrators held specialist or doctoral degrees. To the question "during your career preparation was there a woman who served as an administrative career model for you" approximately 70% of the college and physical education groups indicated having a career model, whereas athletic and high school groups indicated that less than 50% had career models.

From the demographic data obtained there appeared to be significant differences between groups on education level obtained, current position, and career models. There was no significant difference between groups on age, years in current position, or birth place thus these variables could not be used to explain possible differences in responses by groups to management components.

An analysis of responses to the five management components was done in relation to each of the hypotheses. Hypothesis I

indicated that the percent of each group that indicated each component as "always essential" would be significantly greater than the percent of each group that indicated each component as "less essential." This hypothesis was partially accepted.

[Table 3]

Each of the four groups indicated management skills, human relations, personal characteristics, and group skills as "always" significantly more often than they indicated these components as "less". In the personal motivation component only women college athletic administrators indicated it as "always essential" for success of an athletic program. The other three groups indicated it as "less essential." In analyzing the distribution of responses it appears that variability in the responses to each component did occur among groups. A larger percent of high school administrators indicated management skills as "always" than college administrators. A smaller percent of college athletic administrators indicated personal characteristics as "always" than any other group. A larger percent of physical education administrators indicated group skills as "always" than athletic administrators.

[Table 4]

Hypothesis II indicated there would be a significant difference between the relative importance mean scores of women college and high school administrators in each component. From the distribution of "always" responses this may appear to be true. But, an ANOVA of the mean responses to each component indicated that there were no significant differences between college and high school for the personal motivation component. A possible explanation for this

similarity of responses may be that many respondents who did not indicate "always" did indicate "sometimes essential" which aided in leveling the scores for each group. In the personal motivation component there was a significant difference between the responses. Thus, hypothesis II was partially accepted.

[Table 5]

Hypothesis III indicated there would be a significant difference between the relative importance mean scores of women physical education and athletic administrators in each component. Though physical education administrators had indicated personal characteristics and group skills as "always" and personal motivation and "less" more often than athletic administrators, an ANOVA of the mean scores for each category did not support this apparent difference. Only in personal motivation was there a significant difference between the responses of the two groups. Hypothesis III was partially supported.

To aid in explaining some of the response variance among groups selected questionnaire items were analyzed. Ten items were selected that had a large variability in "always" responses between combined groups or a large number of "less essential" responses.

[Figure 1]

This graph indicates the percent of "always" responses to each of the 10 items by college and high school administrators. On only two items did the respondents indicate more than a 50% "always" response. Though the other eight items received less than 50% "always" response there was variability between the groups on all but one item. The greatest differences between the responses

occurred on MS7=26%, MS11=24%, and PM5=18%. Both groups indicated HR8 becoming close friends with faculty as not essential. Though 75% college and 41% high school administrators reported having a role model only 37% college and 19% high school administrators indicated that it was essential.

[Figure 2]

When the athletic and physical education administrators responses were compared on the 10 items a similar profile emerged. It may be noted that on all but two items athletic administrators responded more positively than physical education administrators. The largest differences between responses occurred on MS4=24%, PM2=25%, PM4=26%, and PM9=16%.

An ANOVA of the combined groups on each of the 10 items did indicate significant differences between groups on many items.

[Table 6]

Most of these differences occurred between college athletics and college physical education where six items were perceived significantly differently. The only agreement appeared on the negative responses to the other four items.

Conclusions

Physical education and athletic administrators in college and high school do concur on the relative importance of many management components for success of their departments. But this study does not support the belief that we may conclude that the same generalizations apply to all administrative groups. Though the largest variability appeared in the personal motivation component

an analysis of selected items indicated there was variability of responses concerning the relative importance of specific items in each of the components. The demographic data in this study does not appear to have influenced the perceptions of any group. Certain skills appear to be task related and may not be generalized to the whole.

Table 1
DEMOGRAPHIC DATA CONCERNING EACH GROUP OF WOMEN ADMINISTRATORS

CATEGORY	CA (15)		CPE (28)		HA (21)		HPE (18)		TOTALS (82)	
	Mean		Mean		Mean		Mean		Mean	
AGE	40.83		44.55		46.79		44.44		44.09	
YEARS IN CURRENT POSITION	14.43		13.79		13.17		13.17		13.52	
	f	Percent	f	Percent	f	Percent	f	Percent	f	Percent
BIRTH PLACE										
Texas	8	.533	17	.607	19	.905	13	.722	57	.695
South	2	.133	4	.143	1	.048	3	.167	10	.122
Other	5	.333	7	.250	1	.048	2	.111	15	.183
HIGHEST EDUCATION LEVEL ATTAINED										
Doctorate	3	.200	16	.571	0		0		19	.232
Specialist	2	.133	2	.071	4	.190	10	.556	18	.220
Masters	10	.667	10	.357	11	.524	6	.333	37	.451
Bachelors	0		0		6	.286	2	.111	9	.098
CURRENT POSITION										
Chairperson	7	.467	22	.786	4	.190	9	.529	42	.519
Assistant Chair	8	.533	6	.214	17	.810	8	.471	39	.481
HAD CAREER MODEL DURING PREPARATION										
Yes	10	.667	22	.786	7	.333	9	.500	48	.585
No	5	.555	6	.214	14	.447	9	.500	34	.415

Table 2
DEMOGRAPHIC DATA CONCERNING COMBINED GROUPS ATHLETIC, PHYSICAL EDUCATION, COLLEGE, AND HIGH SCHOOL ADMINISTRATORS

CATEGORY	A (36)		PE (46)		C (43)		H (39)	
	Mean		Mean		Mean		Mean	
AGE	44.31		44.51		43.26		45.71	
YEARS IN CURRENT POSITION	13.69		13.54		14.01		13.51	
	f	Percent	f	Percent	f	Percent	f	Percent
BIRTH PLACE								
Texas	27	.750	30	.652	25	.581	32	.820
South	3	.083	7	.152	6	.140	4	.103
Other	6	.167	9	.196	12	.279	3	.077
HIGHEST EDUCATION LEVEL ATTAINED								
Doctorate	3	.083	16	.348	19	.422	0	
Specialist	6	.167	12	.261	4	.093	14	.359
Masters	21	.583	16	.348	20	.465	17	.436
Bachelors	6	.167	2	.043	0		8	.205
CURRENT POSITION								
Chairperson	11	.306	31	.689	29	.674	13	.342
Assistant Chair	25	.698	14	.311	14	.326	25	.658
HAD CAREER MODEL DURING PREPARATION								
Yes	17	.472	31	.674	32	.744	16	.410
No	19	.528	15	.326	11	.256	23	.590

Table 3
DISTRIBUTION OF RESPONSES FOR EACH ADMINISTRATIVE GROUP TO THE RELATIVE IMPORTANCE OF EACH MANAGEMENT COMPONENT

COMPONENTS	CA		CPE		HA		HPE		TOTALS	
	f	Percent	f	Percent	f	Percent	f	Percent	f	Percent
MANAGEMENT SKILLS										
Always essential	122	.55	216	.54	193	.65	180	.67	711	.60
Less essential	99	.45	187	.46	105	.35	87	.33	478	.40
Total	211		403		298		267		1189	
HUMAN RELATIONS										
Always essential	92	.62	165	.61	122	.59	101	.56	480	.60
Less essential	57	.38	104	.39	86	.41	79	.44	326	.40
Total	149		269		208		180		806	
PERSONAL CHARACTERISTICS										
Always essential	140	.59	284	.66	203	.64	193	.67	820	.64
Less essential	98	.41	147	.34	116	.36	94	.33	455	.36
Total	238		431		319		287		1275	
GROUP SKILLS										
Always essential	67	.56	138	.64	91	.57	92	.64	388	.61
Less essential	52	.44	77	.36	68	.43	52	.36	249	.39
Total	119		215		159		144		637	
PERSONAL MOTIVATION										
Always essential	73	.54	73	.31	67	.39	46	.30	259	.37
Less essential	62	.46	163	.69	104	.61	115	.70	444	.63
Total	135		236		171		161		703	
F=8.53, p<.01			33.42 p<.01		23.13 p<.01		24.68 p<.01			

Table 4
ANALYSIS OF VARIANCE OF RESPONSES FOR EACH COMPONENT FOR WOMEN HIGH SCHOOL AND WOMEN COLLEGE ADMINISTRATORS

COMPONENTS	SOURCE OF VARIANCE	SS	df	MS	F*	P
MANAGEMENT SKILLS	Between	348405.18	1	348405.18		
	Within	2101501.69	6	350250.28		
	Total	2449906.87	7		.99	NS
HUMAN RELATIONS	Between	167979.26	1	167979.26		
	Witnin	893714.74	6	148052.46		
	Total	1061694.00	7		1.13	NS
PERSONAL CHARACTERISTICS	Between	291656.61	1	291656.61		
	Within	175329.26	6	292215.21		
	Total	2044947.87	7		1.00	NS
GROUP SKILLS	Between	82165.07	1	82165.07		
	Within	696200.80	6	116033.47		
	Total	778365.87	7		.71	NS
PERSONAL MOTIVATION	Between	198150.00	1	198150.00		
	Within	81870.00	6	13645.00		
	Total	280020.00	7		14.52	.01

*F= 5.99, $p<.05$
13.74, $p<.01$

Table 5
ANALYSIS OF VARIANCE OF RESPONSES FOR EACH MANAGEMENT COMPONENT FOR WOMEN PHYSICAL EDUCATION AND ATHLETIC ADMINISTRATORS

COMPONENTS	SOURCE OF VARIANCE	SS	df	MS	F*	P
MANAGEMENT SKILLS	Between	384921.86	1	384921.86		
	Within	2111501.01	6	351916.84		
	Total	2496422.87	7		1.09	NS
HUMAN RELATIONS	Between	185070.51	1	185070.51		
	Within	948406.36	6	158067.73		
	Total	1133476.87	7		1.17	NS
PERSONAL CHARACTERISTICS	Between	397589.29	1	397589.29		
	Within	3049559.21	6	508259.87		
	Total	3447157.50	7		.78	NS
GROUP SKILLS	Between	94373.14	1	94373,14		
	Within	720601.36	6	120100.23		
	Total	814975.50	7		.79	NS
PERSONAL MOTIVATION	Between	198829.62	1	198829.62		
	Within	88609.88	6	14768.31		
	Total	287439.50	7		13.46	.02

*F= 5.99, p<.05
13.74, p<.01

Table 6

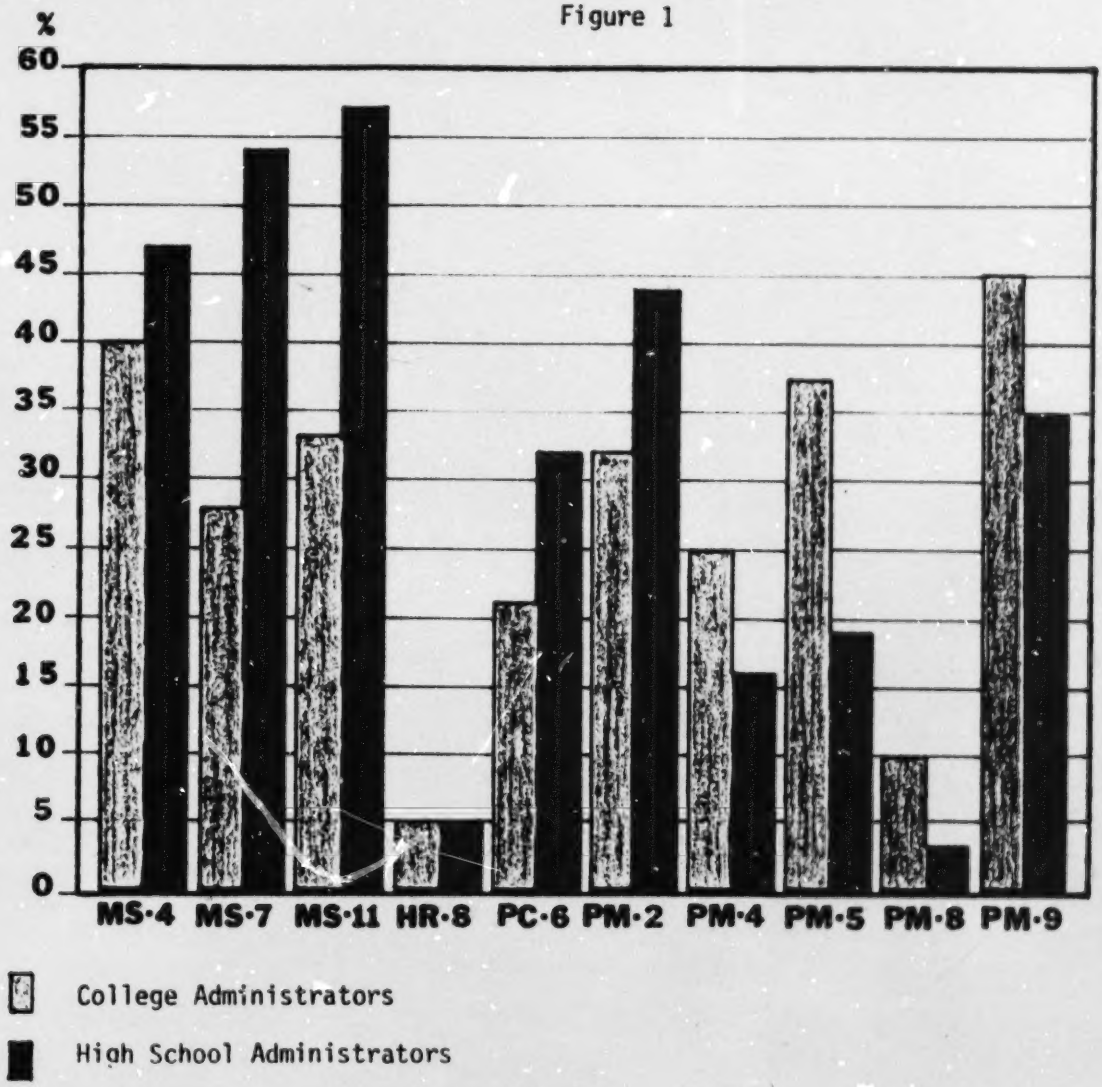
ANALYSIS OF VARIANCE FOR SELECTED QUESTIONNAIRE ITEMS FOR COLLEGE AND HIGH SCHOOL, FOR ATHLETIC AND PHYSICAL EDUCATION, FOR COLLEGE ATHLETIC AND PHYSICAL EDUCATION, AND FOR HIGH SCHOOL ATHLETIC AND PHYSICAL EDUCATION ADMINISTRATORS

ITEM	C and HS F	A and PE F	CA and CPE F	HA and HPE F
MS4. Maintaining ultimate authority and responsibility for dept decisions	4.36	3.52	19.4**	2.66
MS7. Incorporating federal and state regulations into curriculum	5.72	9.26*	-28.7	1.72
MS11. Encouraging use of uniform procedures	.72	1.00	9.34*	.90
HR8. Becoming close friends with faculty	- 8.01	- 7.60	- 9.43	-11.20
PC6. Becoming independant of others in decision making	6.12*	6.60*	10.42*	4.03
PM2 Desire for title and salary commensurate with work performed	4.17	4.08	19.36**	1.81
PM4 Desire to compete in male dominated field	- 9.39	-14.78	-39.00	-11.67
PM5 Desire to become role model for women	-24.94	-17.03	100.68**	-19.59
PM8 Desire to test power structure	- 6.92	- 7.54	- 7.60	- 8.28
PM9 Opportunity for administrative advancement	5.84	5.84	16.08**	23.86**

* F=5.99, p .05
** F=13.74, P .01

PERCENTAGE OF "ALWAYS ESSENTIAL" RESPONSES TO SELECTED QUESTIONNAIRE ITEMS BY COLLEGE AND HIGH SCHOOL ADMINISTRATORS

Figure 1



MS 4- Maintaining ultimate authority and responsibility for departmental decisions

MS 7- Incorporating federal and state regulations into curriculum

MS11- Encouraging the use of uniform procedures

HR 8- Becoming close friends with faculty members

PC 6- Becoming independent of others in decision-making

PM 2- Desire for the title and salary commensurate with work being performed

PM 4- Desire to compete in male dominated field

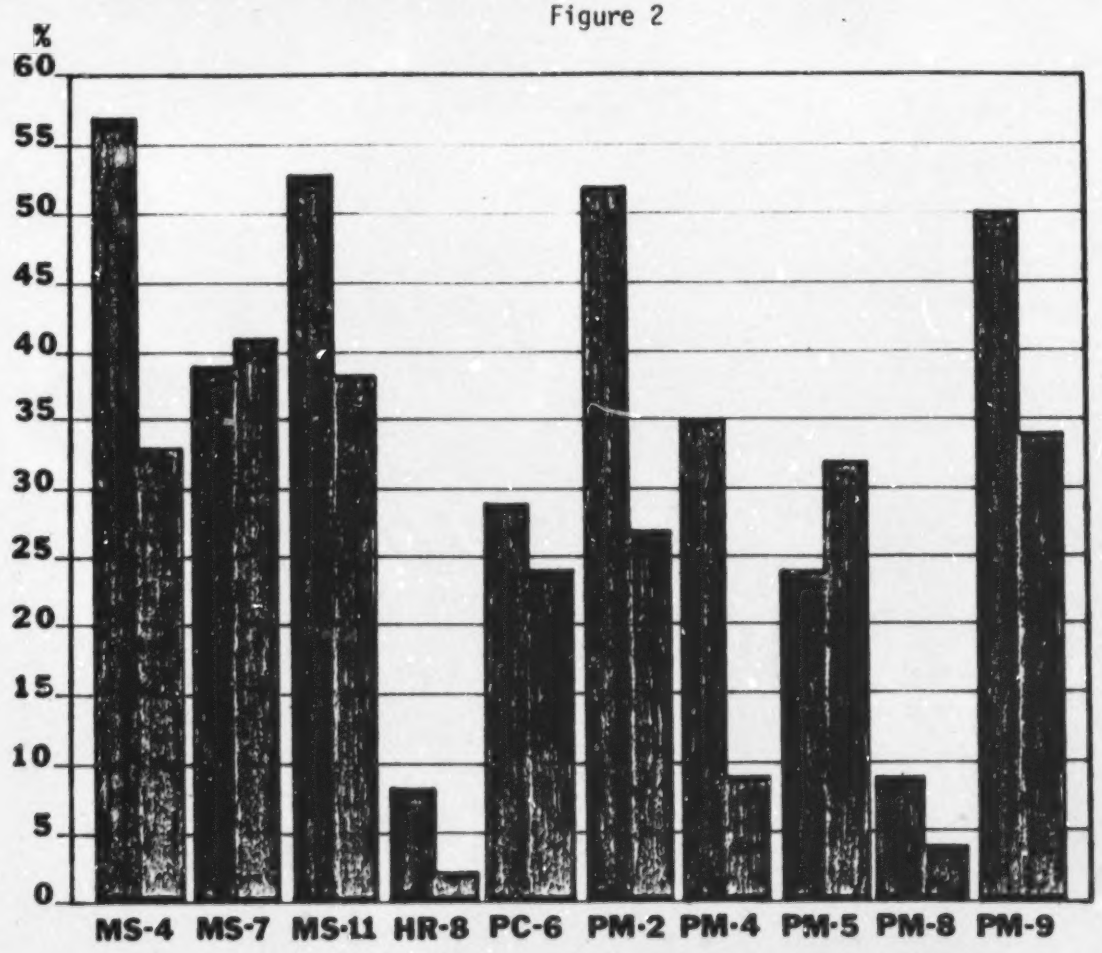
PM 5- Desire to become role model for women

PM 8- Desire to test power structure

PM 9- Opportunity for administrative advancement

PERCENTAGE OF "ALWAYS ESSENTIAL" RESPONSES TO SELECTED QUESTIONNAIRE ITEMS BY WOMEN ATHLETIC AND PHYSICAL EDUCATION ADMINISTRATORS

Figure 2



Athletic Administrators

Physical Education Administrators

MS 4- Maintaining ultimate authority and responsibility for departmental decisions
MS 7- Incorporating federal and state regulations into curriculum
MS11- Encouraging the use of uniform procedures
HR 8- Becoming close friends with faculty members
PC 6- Becoming independent of others in decision-making
PM 2- Desire for the title and salary commensurate with work being performed
PM 4- Desire to compete in male dominated field
PM 5- Desire to become role model for women
PM 8- Desire to test power structure
PM 9- Opportunity for administrative advancement